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ABSTRACT

An assessment was conducted of the management needs of California community college administrators, using surveys presenting a series of needs in areas of management and administration, interpersonal relationships, human resources management, and leadership, which respondents were asked to rank according to importance. Surveys were sent to: (1) presidents of the 104 community colleges; (2) chancellors of the 19 multi-campus districts; (3) newly appointed administrators with three years or less experience; and (4) experienced administrators with eight or more years experience. Of the 331 surveys mailed, 274 (83%) were returned. It was concluded that the presidents were generally sensitive to the needs of their administrative staffs, though their responses were more similar to those of experienced administrators than to those of new administrators. Presidents felt their staffs' needs to be greatest in areas of long-range planning, facilitating communication, constructive criticism, motivating staff, effective staff management, and implementing change. Experienced administrators and chancellors were similar to the presidents in items ranked highest. Newly appointed administrators were the only group to rank those items related to the operation of the college, e.g., budget management, funding sources, and computer as management tool, as most important. Generally, needs in the interpersonal relationships area were felt to be the greatest, and needs in the management and administration area were felt least. Recommendations and the survey forms are included. (MB)

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MANAGEMENT DEVELOPMENT NEEDS OF CALIFORNIA COMMUNITY COLLEGE ADMINISTRATORS

Phyllis Wiedman

Association of California Community College Administrators

Management Development Institute Board of Commissioners

JC 780 582

GROSSMONT COMMUNITY COLLEGE DISTRICT

CUYAMACA COLLEGE

DR. WALLACE F. COHEN
President

April 1, 1978

MEMORANDUM

TO: ACCCA Management Development Institute Board of Commissioners

FROM: Phyllis Wiedman

RE: Institute Needs Survey

Last spring we conducted a survey of the management development needs of administrators in the California Community Colleges. While you have received both written and oral reports of the data as it was obtained (and we have since implemented much of the curriculum), I thought you might appreciate a more formalized summary of the results. I suggest that you review the curricular offerings listed in the recommendations to see if there are other offerings we should provide in 1978-79.

It might interest you to know our survey instrument has been used by a number of colleges in setting up their management development programs.

I wish to thank you for your support and assistance in this study. I look forward to our continuing relationship.

PLW/wa

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MANAGEMENT DEVELOPMENT NEEDS OF CALIFORNIA COMMUNITY COLLEGE ADMINISTRATORS

by Phyllis Wiedman*

The ACCCA Management Development Institute advisory committee sponsored a study of the management development needs of California Community College administrators in order to determine the perceived needs of administrators that could be served by a management development institute.

On April 1, 1977, letters were sent to the Presidents of the 104 California Community Colleges and Chancellors of the 19 multi-campus districts. Each President was asked to complete Survey I to give Survey II to a Newly Appointed Administrator with three years or less experience, and to give Survey III to an Experienced Administrator with eight years or more of experience. Chancellors were asked to complete Survey IV. Of the 331 surveys mailed, 274 (83 percent) were returned.

QUESTIONS

Six questions were posed by the study:

1. How do California community college presidents perceive the management development needs of their administrative staffs in the areas of management and administration, interpersonal relationships, human resources management, and leadership?

2. How do newly appointed California community college administrators perceive their own needs for management development in the areas of management and administration, interpersonal relationships, human resources management, and leadership?

3. How do experienced California community college administrators perceive their own needs for management development in the areas of management and administration, interpersonal relationships, human resources management, and leadership?

4. How do California community college chancellors perceive the management development needs of their district administrative staffs in the areas of management and administration, interpersonal relationships, human resources management, and leadership?

5. How do management development needs of California community college administrators differ for those in colleges of less than 4,000 ADA as compared to those with more than 8,000 ADA?

6. What is the current status of management development programs in California community colleges?

HYPOTHESES

Four hypotheses were posed by the study:

1. No significant correlations would be found among the rankings of sub-sections of the survey (Management and Administration, Interpersonal Relationships, Human Resources Management, Leadership) by Presidents, Newly Appointed Administrators, Experienced Administrators and Chancellors.

2. No significant relationships would be found in the rankings by respondents to items within the sub-sections of the survey (Management and Administration, Interpersonal Relationships, Human Resources Management, Leadership) among Chancellors, College Presidents, Experienced Administrators, and Newly Appointed Administrators.

3. No significant correlations would be found in the rankings of items within the sub-sections of the survey (Management and Administration, Interpersonal Relationships, Human Resources Management, Leadership) between responses from administrators in colleges with less than 4,000 ADA and administrators from colleges with 8,000 or more ADA.

4. No significant difference would be found between the responses of Presidents of colleges with less than 4,000 ADA and Presidents of colleges with 8,000 or more ADA regarding the existence of planned development of management development programs versus no program of management development existing or planned.

CONCLUSIONS

The following conclusions were based upon the findings of the study:

College Presidents

1. Presidents were sensitive to the needs of their administrative staffs. Their responses to the survey as to what they perceived the needs of their administrators to be correlated significantly with how both groups of college administrators perceived as their own needs, with the exception of Newly Appointed Administrators in the area of Interpersonal Relationships.

2. Presidents' responses were more similar to the needs expressed by Experienced Administrators than to the needs expressed by Newly Appointed Administrators both when considering specific items of "STRONGEST NEED" and in the relative ranking of the four sub-sections of the survey. Presidents, like Experienced Administrators, gave highest ranking in the area of Interpersonal Relationships and lowest ranking in the Management and Administration area, whereas Newly Appointed Administrators reversed the ranking of the two areas.

3. The items ranked highest by the Presidents came from all four sub-sections of the survey. These items were "Futuring and long-range planning," "Facilitating communication," "Constructive criticism," "Motivating staff," "Effective staff management," and "Implementing change." The items they added to the survey represented a variety of areas and tended to relate to broad concepts.

4. Presidents perceived a greater need for the items on the survey instrument than did the other administrator groups.

Newly Appointed Administrators

5. Of the four groups surveyed, Newly Appointed Administrators were the most unique. They were different from the other groups in that they ranked highest those items related to the operation of the college, items that generally fell in the area of Management and Administration on the survey. They gave highest ranking to the Management and Administration area as a whole, while the other administrator groups gave lowest ranking to that area. Contrary to the other groups that gave highest ranking to the area of Interpersonal Relationships, Newly Appointed Administrators gave lowest ranking to Interpersonal Relationships.

6. Unlike the other administrator groups, the specific items of strongest need for Newly Appointed Administrators were all from the Management and Administration sub-section of the survey: "Budget management," "Funding sources," "Computer as a management tool," "Grant writing," and "Collective Bargaining." Also, the items they suggested as additional needs most frequently had to do with the management of the college.

7. Overall, Newly Appointed Administrators expressed less need for items on the survey than did the other administrator groups.

Experienced Administrators

8. The responses of Experienced Administrators were more similar to the responses of Presidents than were those of Newly Appointed Administrators.

9. The items ranked highest by Experienced Administrators came from all four sub-sections of the survey: "Futuring and long-range planning," "Implementing change," "Evaluation of programs," "Motivating staff," and "Facilitating communication." The items they suggested as additional needs frequently concerned relationships with those outside the immediate college operation.

10. Experienced Administrators expressed a stronger need for the items in each of the sub-sections of the survey than did Newly Appointed Administrators.

Chancellors

11. The responses of Chancellors were similar to Presidents both in the ranking of the sub-sections of the surveys and in the items of highest ranking overall and within the four sub-sections.

12. Items that Chancellors felt were of strongest need for the management development of their staffs came from all four sub-sections of the survey and included: "Futuring and long-range planning," "Appraising performance," "Time management," "Facilitating communication," and "Implementing change."

The Sub-sections of the Survey

13. Interpersonal Relationships was the sub-section of the survey in which the items were of strongest need, and Management and Administration was the sub-section in which the items were of least need. The only administrator group for which this was not true was Newly Appointed Administrators.

14. In the area of Management and Administration, the highest ranked management development needs of administrator groups were: "Futuring and long-range planning," "Collective bargaining," "Evaluation of programs," and "Time Management."

15. In the area of Interpersonal Relationships, the highest ranked management development needs of administrator groups were: "Facilitating communication," "Constructive criticism," "Eliciting feedback," and "Communicating as a group leader."

16. In the area of Human Resources Management, the highest ranked management development needs of administrator groups were "Appraising performance standards," "Effective staff management," "Establishing performance standards," and "Management development programs."

17. In the area of Leadership, the highest ranked management development needs of administrator groups were: "Implementing change," "Motivating staff," "Setting college priorities," and "Identification of community needs."

Small and Large College Administrators

18. Small and large college administrators ranked a number of items similarly, including "Futuring and long-range planning," and "Motivating staff" as highest ranked items. However, large college administrators had more concern for problems that related to the largeness of the institution. Administrators of large colleges ranked high such items as "Computer as a management tool," "Facilitating communication," and "Implementing change." Small college administrators gave higher ranking to items such as "Staff development programs," "Setting college priorities," and "Needs assessment for curriculum."

19. Small college administrators indicated a stronger need for management development than did large college administrators.

Management Development Programs

20. Few management development programs were underway. Most large college Presidents indicated that a management development program would be developed, but, contrarily, most small college Presidents indicated that no program for management development was being considered.

RECOMMENDATIONS

In addition to recommendations that an institute be developed with Presidents and Chancellors involved in curricular planning, and management development activities being made available to Experienced as well as Newly Appointed Administrators, the study found that the following four items in each area were of highest priority and were recommended for inclusion in the curriculum of the institute.

Management and Administration

Futuring and long-range planning
Collective bargaining
The evaluation of college programs
Time management

Interpersonal Relationships
- Facilitating communication
- Constructive criticism and meaningful feedback
- Techniques for eliciting feedback
- Communicating as a group leader

Human Resources Management
- Appraising and evaluating performance
- Effective staff management
- Establishing performance standards
- Setting up management development programs

Leadership
- Effectively implementing change
- Developing a climate for motivating staff
- Setting college priorities
- Identification of community needs

It was recommended that the special needs of Newly Appointed Administrators be addressed and that a curriculum specifically addressing their needs be offered. Among the curricular offerings recommended were:

Budget development, administration, control, and analysis
Sources of funding
The computer as a management tool
Grant and proposal writing
Collective bargaining

Additionally it was recommended that the Management Development Institute make available regional training programs at various geographic locations accessible to administrators of small colleges. Included in the curriculum should be offerings of particular interest to small college administrators such as:

Needs assessment techniques for curriculum development
Methods of remaining current with community college developments

There should also be regional workshops on topics of interest to specific groups. For example, large college administrators would be interested in a workshop on "Computer application and utilization as a management tool;" Experienced Administrators would be interested in a workshop on "Evaluation of college academic, occupational, and student services programs;" Chancellors would encourage their administrators to attend a workshop on "Familiarization with various management styles."

The study also recommended a number of areas for further study.

*A full report of the study may be obtained by contacting:

Dr. Phyllis Wiedman
Dean of Student Services
Cuyamaca College
2950 Jamacha Road
El Cajon, CA 92020

(714) 464-1980

APPENDIX

Management Development Institute ACCCA
ASSOCIATION OF CALIFORNIA COMMUNITY COLLEGE ADMINISTRATORS

SURVEY I
(College Presidents)

Our administrative staff needs skills, techniques, or knowledge related to the following items:

Please select one response for each item:

MANAGEMENT AND ADMINISTRATION	STRONG NEED	MODERATE NEED	SOME NEED	LITTLE OR NO NEED	UNABLE TO RESPOND
1. Familiarity with the research and literature of management.	____	____	____	____	____
2. The philosophy and purposes of the community college.	____	____	____	____	____
3. Clarification of the missions and goals of the college.	____	____	____	____	____
4. Goal setting processes for individual teams, and/or larger systems.	____	____	____	____	____
5. Futuring and long range planning techniques and models.	____	____	____	____	____
6. Evaluation of college academic, occupational, and student services program.	____	____	____	____	____
7. Application of management by objectives.	____	____	____	____	____
8. Effectively managing time.	____	____	____	____	____
9. Budget development, administration, control and analysis.	____	____	____	____	____
10. Alternative methods of decision making and their impacts.	____	____	____	____	____
11. Alternative problem solving methods and techniques.	____	____	____	____	____
12. Administrator and secretary as a management team.	____	____	____	____	____
13. Delegation of authority and its ramifications.	____	____	____	____	____
14. Needs assessment techniques for curriculum development.	____	____	____	____	____
15. Creating structural and functional changes to facilitate effectiveness of administration.	____	____	____	____	____
16. Alternative community college organizational structures and/or models.	____	____	____	____	____

Our administrative staff needs skills, techniques, or knowledge related to the following items:

Please select one response for each item.

	STRONG NEED	MODERATE NEED	SOME NEED	LITTLE OR NO NEED	UNABLE TO RESPOND
17. Awareness of new instructional techniques.	____	____	____	____	____
18. Developing programs and services for special groups such as the handicapped or the mature adult.	____	____	____	____	____
19. Knowledge of various funding sources.	____	____	____	____	____
20. Grant and proposal writing for federal, state, and private funds.	____	____	____	____	____
21. Legal responsibilities including negligence and liability.	____	____	____	____	____
22. Collective bargaining: legal issues and grievance procedures.	____	____	____	____	____
23. The legislative process including drafting, sponsorship, promotion, and enactment.	____	____	____	____	____
24. Techniques for effective negotiating.	____	____	____	____	____
25. Computer application and utilization as a management tool.	____	____	____	____	____
INTERPERSONAL					
26. Skills for communicating "one to one."	____	____	____	____	____
27. Skills for communicating as a group leader.	____	____	____	____	____
28. Facilitating communication within and among colleges, divisions, and departments.	____	____	____	____	____
29. Facilitating the resolution of interpersonal issues while accomplishing a task.	____	____	____	____	____
30. Developing shared goals and mutual respect within and between groups.	____	____	____	____	____
31. Implementing team-building.	____	____	____	____	____
32. Approaches to the development of personal trust as related to organizational climate.	____	____	____	____	____
33. How to give constructive criticism and meaningful feedback.	____	____	____	____	____
34. Techniques for eliciting feedback.	____	____	____	____	____

Our administrative staff needs skills, techniques, or knowledge related to the following items:

Please select one response for each item.

	STRONG NEED	MODERATE NEED	SOME NEED	LITTLE OR NO NEED	UNABLE TO RESPOND
35. Values clarification related to self and others.	____	____	____	____	____
HUMAN RESOURCES MANAGEMENT					
36. Interviewing for personnel selection, counseling and performance setting.	____	____	____	____	____
37. Identification, utilization, and allocation of human resources.	____	____	____	____	____
38. Establishing performance standards.	____	____	____	____	____
39. Appraising and evaluating performance.	____	____	____	____	____
40. Techniques for effective staff management.	____	____	____	____	____
41. Job enrichment: providing opportunities for subordinates to design their job descriptions.	____	____	____	____	____
42. Methods of resolving conflicts between individuals or groups.	____	____	____	____	____
43. Coping with organizational stress.	____	____	____	____	____
44. Effectively implementing affirmative action.	____	____	____	____	____
45. Working with the atypical personality.	____	____	____	____	____
46. Organizing personal and professional growth programs.	____	____	____	____	____
47. Managing the work environment of policies, procedures, and facilities.	____	____	____	____	____
48. Setting up management development programs.	____	____	____	____	____
LEADERSHIP					
49. Familiarization with various management styles.	____	____	____	____	____
50. Awareness of leadership theories.	____	____	____	____	____
51. Developing a climate for motivating staff.	____	____	____	____	____

Our administrative staff needs skills, techniques, or knowledge related to the following items:

Please select one response for each item.

		STRONG NEED	MODERATE NEED	SOME NEED	LITTLE OR NO NEED	UNABLE TO RESPOND
52.	Developing creative abilities in self and others.	____	____	____	____	____
53.	Effectively implementing change.	____	____	____	____	____
54.	Methods of remaining current with community college developments.	____	____	____	____	____
55.	Political behavior for working with local, state, federal agencies.	____	____	____	____	____
56.	Understanding who has the power in the political structure of the community.	____	____	____	____	____
57.	Identification and anticipation of community needs.	____	____	____	____	____
58.	Setting educational priorities for the college.	____	____	____	____	____
59.	Setting educational priorities for one's area of responsibility.	____	____	____	____	____
60.	Developing exemplary and innovative programs.	____	____	____	____	____
61.	Working with a board of trustees.	____	____	____	____	____
62.	How a leader's values affect an institution.	____	____	____	____	____

In the preparation of this instrument some items were undoubtedly overlooked. Please write those items below:

_____	____	____	____	____	____
_____	____	____	____	____	____
_____	____	____	____	____	____
_____	____	____	____	____	____
_____	____	____	____	____	____

(PLEASE TURN TO NEXT PAGE)

63. What is the total ada for your college?

	Please check
a) Less than 4000	____
b) 4000 - 8000	____
c) More than 8000	____

64. Are you planning a management development program and, if so, what is the status of your program?

	Please check
a) A comprehensive program is under way.	____
b) A program has been developed but has not yet been implemented.	____
c) A program is in the process of being developed.	____
d) A program will be developed next year.	____
e) At this time, no program for management development is being considered.	____

Other (describe) _____

Management Development Institute ACCCA

ASSOCIATION OF CALIFORNIA COMMUNITY COLLEGE ADMINISTRATORS

SURVEY II

(Full-time administrator with three years or less of community college administrative experience)

When I assumed my responsibilities as a community college administrator, I wish I had had skills, techniques, or knowledge related to the following items:
Please select one response for each item:

	STRONG NEED	MODERATE NEED	SOME NEED	LITTLE OR NO NEED	UNABLE TO RESPOND
1. Familiarity with the research and literature of management.	____	____	____	____	____
2. The philosophy and purposes of the community college.	____	____	____	____	____
3. Clarification of the missions and goals of the college.	____	____	____	____	____
4. Goal setting processes for individual teams, and/or larger systems.	____	____	____	____	____
5. Futuring and long range planning techniques and models.	____	____	____	____	____
6. Evaluation of college academic, occupational, and student services program.	____	____	____	____	____
7. Application of management by objectives.	____	____	____	____	____
8. Effectively managing time.	____	____	____	____	____
9. Budget development, administration, control and analysis.	____	____	____	____	____
10. Alternative methods of decision making and their impacts.	____	____	____	____	____
11. Alternative problem solving methods and techniques.	____	____	____	____	____
12. Administrator and secretary as a management team.	____	____	____	____	____
13. Delegation of authority and its ramifications.	____	____	____	____	____
14. Needs assessment techniques for curriculum development.	____	____	____	____	____
15. Creating structural and functional changes to facilitate effectiveness of administration.	____	____	____	____	____
16. Alternative community college organizational structures and/or models.	____	____	____	____	____

When I assumed my responsibilities as a community college administrator, I wish I had had skills, techniques, or knowledge related to the following items:

Please select one response for each item.

	STRONG NEED	MODERATE NEED	SOME NEED	LITTLE OR NO NEED	UNABLE TO RESPOND
17. Awareness of new instructional techniques.	____	____	____	____	____
18. Developing programs and services for special groups such as the handicapped or the mature adult.	____	____	____	____	____
19. Knowledge of various funding sources.	____	____	____	____	____
20. Grant and proposal writing for federal, state, and private funds.	____	____	____	____	____
21. Legal responsibilities including negligence and liability.	____	____	____	____	____
22. Collective bargaining: legal issues and grievance procedures.	____	____	____	____	____
23. The legislative process including drafting, sponsorship, promotion, and enactment.	____	____	____	____	____
24. Techniques for effective negotiating.	____	____	____	____	____
25. Computer application and utilization as a management tool.	____	____	____	____	____
INTERPERSONAL					
26. Skills for communicating "one to one."	____	____	____	____	____
27. Skills for communicating as a group leader.	____	____	____	____	____
28. Facilitating communication within and among colleges, divisions, and departments.	____	____	____	____	____
29. Facilitating the resolution of interpersonal issues while accomplishing a task.	____	____	____	____	____
30. Developing shared goals and mutual respect within and between groups.	____	____	____	____	____
31. Implementing team-building.	____	____	____	____	____
32. Approaches to the development of personal trust as related to organizational climate.	____	____	____	____	____
33. How to give constructive criticism and meaningful feedback.	____	____	____	____	____
34. Techniques for eliciting feedback.	____	____	____	____	____

When I assumed my responsibilities as a community college administrator, I wish I had had skills, techniques, or knowledge related to the following items:

Please select one response for each item.	STRONG NEED	MODERATE NEED	SOME NEED	LITTLE OR NO NEED	UNABLE TO RESPOND
35. Values clarification related to self and others.	____	____	____	____	____
HUMAN RESOURCES MANAGEMENT					
36. Interviewing for personnel selection, counseling and performance setting.	____	____	____	____	____
37. Identification, utilization, and allocation of human resources.	____	____	____	____	____
38. Establishing performance standards.	____	____	____	____	____
39. Appraising and evaluating performance.	____	____	____	____	____
40. Techniques for effective staff management.	____	____	____	____	____
41. Job enrichment: providing opportunities for subordinates to design their job descriptions.	____	____	____	____	____
42. Methods of resolving conflicts between individuals or groups.	____	____	____	____	____
43. Coping with organizational stress.	____	____	____	____	____
44. Effectively implementing affirmative action.	____	____	____	____	____
45. Working with the atypical personality.	____	____	____	____	____
46. Organizing personal and professional growth programs.	____	____	____	____	____
47. Managing the work environment of policies, procedures, and facilities.	____	____	____	____	____
48. Setting up management development programs.	____	____	____	____	____
LEADERSHIP					
49. Familiarization with various management styles.	____	____	____	____	____
50. Awareness of leadership theories.	____	____	____	____	____
51. Developing a climate for motivating staff.	____	____	____	____	____

When I assumed my responsibilities as a community college administrator, I wish I had had skills, techniques, or knowledge related to the following items:

Please select one response for each item.

	STRONG NEED	MODERATE NEED	SOME NEED	LITTLE OR NO NEED	UNABLE TO RESPOND
52. Developing creative abilities in self and others.	____	____	____	____	____
53. Effectively implementing change.	____	____	____	____	____
54. Methods of remaining current with community college developments.	____	____	____	____	____
55. Political behavior for working with local, state, federal agencies.	____	____	____	____	____
56. Understanding who has the power in the political structure of the community.	____	____	____	____	____
57. Identification and anticipation of community needs.	____	____	____	____	____
58. Setting educational priorities for the college.	____	____	____	____	____
59. Setting educational priorities for one's area of responsibility.	____	____	____	____	____
60. Developing exemplary and innovative programs.	____	____	____	____	____
61. Working with a board of trustees.	____	____	____	____	____
62. How a leader's values affect an institution.	____	____	____	____	____

In the preparation of this instrument some items were undoubtedly overlooked. Please write those items below:

_____	____	____	____	____	____
_____	____	____	____	____	____
_____	____	____	____	____	____
_____	____	____	____	____	____
_____	____	____	____	____	____

(PLEASE TURN TO NEXT PAGE)

65. What is the management level that most closely describes your current position.

Please check

a) Top management (primarily supervises total college functions) _____

b) Mid-management _____

e) Lower management (primarily supervises non-managers) _____

66. What is the primary area of your responsibility?

a) Instruction _____

b) Student Services _____

c) Continuing Education _____

d) Occupational Education _____

Other (describe) _____

67. How many years have you been a community college administrator?

a) One year _____

b) Two years _____

c) Three years _____

Management Development Institute ACCCA
ASSOCIATION OF CALIFORNIA COMMUNITY COLLEGE ADMINISTRATORS

SURVEY III

(Full-time administrator with eight or more years of community college administrative experience)

I need skills, techniques, or knowledge related to the following items:

Please select one response for each item.

	STRONG NEED	MODERATE NEED	SOME NEED	LITTLE OR NO NEED	UNABLE TO RESPOND
1. Familiarity with the research and literature of management.	____	____	____	____	____
2. The philosophy and purposes of the community college.	____	____	____	____	____
3. Clarification of the missions and goals of the college.	____	____	____	____	____
4. Goal setting processes for individual teams, and/or larger systems.	____	____	____	____	____
5. Futuring and long range planning techniques and models.	____	____	____	____	____
6. Evaluation of college academic, occupational, and student services programs.	____	____	____	____	____
7. Application of management by objectives.	____	____	____	____	____
8. Effectively managing time.	____	____	____	____	____
9. Budget development, administration, control and analysis.	____	____	____	____	____
10. Alternative methods of decision making and their impacts.	____	____	____	____	____
11. Alternative problem solving methods and techniques.	____	____	____	____	____
12. Administrator and secretary as a management team.	____	____	____	____	____
13. Delegation of authority and its ramifications.	____	____	____	____	____
14. Needs assessment techniques for curriculum development.	____	____	____	____	____
15. Creating structural and functional changes to facilitate effectiveness of administration.	____	____	____	____	____
16. Alternative community college organizational structures and/or models.	____	____	____	____	____

I need skills, techniques, or knowledge related to the following items:

Please select one response for each item.

	STRONG NEED	MODERATE NEED	SOME NEED	LITTLE OR NO NEED	UNABLE TO RESPOND
17. Awareness of new instructional techniques.	____	____	____	____	____
18. Developing programs and services for special groups such as the handicapped or the mature adult.	____	____	____	____	____
19. Knowledge of various funding sources.	____	____	____	____	____
20. Grant and proposal writing for federal, state, and private funds.	____	____	____	____	____
21. Legal responsibilities including negligence and liability.	____	____	____	____	____
22. Collective bargaining: legal issues and grievance procedures.	____	____	____	____	____
23. The legislative process including drafting, sponsorship, promotion, and enactment.	____	____	____	____	____
24. Techniques for effective negotiating.	____	____	____	____	____
25. Computer application and utilization as a management tool.	____	____	____	____	____
INTERPERSONAL					
26. Skills for communicating "one to one."	____	____	____	____	____
27. Skills for communicating as a group leader.	____	____	____	____	____
28. Facilitating communication within and among colleges, divisions, and departments.	____	____	____	____	____
29. Facilitating the resolution of interpersonal issues while accomplishing a task.	____	____	____	____	____
30. Developing shared goals and mutual respect within and between groups.	____	____	____	____	____
31. Implementing team-building.	____	____	____	____	____
32. Approaches to the development of personal trust as related to organizational climate.	____	____	____	____	____
33. How to give constructive criticism and meaningful feedback.	____	____	____	____	____
34. Techniques for eliciting feedback.	____	____	____	____	____

I need skills, techniques, or knowledge related to the following items:

Please select one response for each item.

	STRONG NEED	MODERATE NEED	SOME NEED	LITTLE OR NO NEED	UNABLE TO RESPOND
35. Values clarification related to self and others.	____	____	____	____	____
HUMAN RESOURCES MANAGEMENT					
36. Interviewing for personnel selection, counseling and performance setting.	____	____	____	____	____
37. Identification, utilization, and allocation of human resources.	____	____	____	____	____
38. Establishing performance standards.	____	____	____	____	____
39. Appraising and evaluating performance.	____	____	____	____	____
40. Techniques for effective staff management.	____	____	____	____	____
41. Job enrichment: providing opportunities for subordinates to design their job descriptions.	____	____	____	____	____
42. Methods of resolving conflicts between individuals or groups.	____	____	____	____	____
43. Coping with organizational stress.	____	____	____	____	____
44. Effectively implementing affirmative action.	____	____	____	____	____
45. Working with the atypical personality.	____	____	____	____	____
46. Organizing personal and professional growth programs.	____	____	____	____	____
47. Managing the work environment of policies, procedures, and facilities.	____	____	____	____	____
48. Setting up management development programs.	____	____	____	____	____
LEADERSHIP					
49. Familiarization with various management styles.	____	____	____	____	____
50. Awareness of leadership theories.	____	____	____	____	____
51. Developing a climate for motivating staff.	____	____	____	____	____

I need skills, techniques, or knowledge related to the following items:

Please select one response for each item.

		STRONG NEED	MODERATE NEED	SOME NEED	LITTLE OR NO NEED	UNABLE TO RESPOND
52.	Developing creative abilities in self and others.	____	____	____	____	____
53.	Effectively implementing change.	____	____	____	____	____
54.	Methods of remaining current with community college developments.	____	____	____	____	____
55.	Political behavior for working with local, state, federal agencies.	____	____	____	____	____
56.	Understanding who has the power in the political structure of the community.	____	____	____	____	____
57.	Identification and anticipation of community needs.	____	____	____	____	____
58.	Setting educational priorities for the college.	____	____	____	____	____
59.	Setting educational priorities for one's area of responsibility.	____	____	____	____	____
60.	Developing exemplary and innovative programs.	____	____	____	____	____
61.	Working with a board of trustees.	____	____	____	____	____
62.	How a leader's values affect an institution.	____	____	____	____	____

In the preparation of this instrument some items were undoubtedly overlooked. Please write those items below:

_____	____	____	____	____	____
_____	____	____	____	____	____
_____	____	____	____	____	____
_____	____	____	____	____	____
_____	____	____	____	____	____

(PLEASE TURN TO NEXT PAGE)

65. What is the management level that most closely describes your current position?

Please check

a) Top management (primarily supervises total college functions) ____

b) Mid-management ____

c) Lower management(primarily supervises non-managers) ____

66. What is the primary area of your responsibility?

a) Instruction ____

b) Student Services ____

c) Continuing education ____

d) Occupational education ____

Other (describe) _____

67. How many years have you been a community college administrator?

a) 8 - 10 years ____

b) 11 - 15 years ____

c) 16 or more years ____

Management Development Institute ACCCA

ASSOCIATION OF CALIFORNIA COMMUNITY COLLEGE ADMINISTRATORS

SURVEY IV

(Multi-campus district Chancellor or Superintendent)

The district office administrative staff needs skills, techniques, or knowledge related to the following items:

Please select one response for each item.

	STRONG NEED	MODERATE NEED	SOME NEED	LITTLE OR NO NEED	UNABLE TO RESPOND
1. Familiarity with the research and literature of management.	____	____	____	____	____
2. The philosophy and purposes of the community college.	____	____	____	____	____
3. Clarification of the missions and goals of the college.	____	____	____	____	____
4. Goal setting processes for individual teams, and/or larger systems.	____	____	____	____	____
5. Futuring and long range planning techniques and models.	____	____	____	____	____
6. Evaluation of college academic, occupational, and student services program.	____	____	____	____	____
7. Application of management by objectives.	____	____	____	____	____
8. Effectively managing time.	____	____	____	____	____
9. Budget development, administration, control and analysis.	____	____	____	____	____
10. Alternative methods of decision making and their impacts.	____	____	____	____	____
11. Alternative problem solving methods and techniques.	____	____	____	____	____
12. Administrator and secretary as a management team.	____	____	____	____	____
13. Delegation of authority and its ramifications.	____	____	____	____	____
14. Needs assessment techniques for curriculum development.	____	____	____	____	____
15. Creating structural and functional changes to facilitate effectiveness of administration.	____	____	____	____	____
16. Alternative community college organizational structures and/or models.	____	____	____	____	____

The district office administrative staff needs skills, techniques, or knowledge related to the following items:

Please select one response for each item.

	STRONG NEED	MODERATE NEED	SOME NEED	LITTLE OR NO NEED	UNABLE TO RESPOND
17. Awareness of new instructional techniques.	____	____	____	____	____
18. Developing programs and services for special groups such as the handicapped or the mature adult.	____	____	____	____	____
19. Knowledge of various funding sources.	____	____	____	____	____
20. Grant and proposal writing for federal, state, and private funds.	____	____	____	____	____
21. Legal responsibilities including negligence and liability.	____	____	____	____	____
22. Collective bargaining: legal issues and grievance procedures.	____	____	____	____	____
23. The legislative process including drafting, sponsorship, promotion, and enactment.	____	____	____	____	____
24. Techniques for effective negotiating.	____	____	____	____	____
25. Computer application and utilization as a management tool.	____	____	____	____	____
INTERPERSONAL					
26. Skills for communicating "one to one."	____	____	____	____	____
27. Skills for communicating as a group leader.	____	____	____	____	____
28. Facilitating communication within and among colleges, divisions, and departments.	____	____	____	____	____
29. Facilitating the resolution of interpersonal issues while accomplishing a task.	____	____	____	____	____
30. Developing shared goals and mutual respect within and between groups.	____	____	____	____	____
31. Implementing team-building.	____	____	____	____	____
32. Approaches to the development of personal trust as related to organizational climate.	____	____	____	____	____
33. How to give constructive criticism and meaningful feedback.	____	____	____	____	____
34. Techniques for eliciting feedback.	____	____	____	____	____

The district office administrative staff needs skills, techniques, or knowledge related to the following items:

Please select one response for each item.	STRONG NEED	MODERATE NEED	SOME NEED	LITTLE OR NO NEED	UNABLE TO RESPOND
35. Values clarification related to self and others.	____	____	____	____	____
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37. Identification, utilization, and allocation of human resources.	____	____	____	____	____
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40. Techniques for effective staff management.	____	____	____	____	____
41. Job enrichment: providing opportunities for subordinates to design their job descriptions.	____	____	____	____	____
42. Methods of resolving conflicts between individuals or groups.	____	____	____	____	____
43. Coping with organizational stress.	____	____	____	____	____
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45. Working with the atypical personality.	____	____	____	____	____
46. Organizing personal and professional growth programs.	____	____	____	____	____
47. Managing the work environment of policies, procedures, and facilities.	____	____	____	____	____
48. Setting up management development programs.	____	____	____	____	____
LEADERSHIP					
49. Familiarization with various management styles.	____	____	____	____	____
50. Awareness of leadership theories.	____	____	____	____	____
51. Developing a climate for motivating staff.	____	____	____	____	____

The district office administrative staff needs skills, techniques, or knowledge related to the following items:

Please select one response for each item.	STRONG NEED	MODERATE NEED	SOME NEED	LITTLE OR NO NEED	UNABLE TO RESPOND
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53. Effectively implementing change.	____	____	____	____	____
54. Methods of remaining current with community college developments.	____	____	____	____	____
55. Political behavior for working with local, state, federal agencies.	____	____	____	____	____
56. Understanding who has the power in the political structure of the community.	____	____	____	____	____
57. Identification and anticipation of community needs.	____	____	____	____	____
58. Setting educational priorities for the college.	____	____	____	____	____
59. Setting educational priorities for one's area of responsibility.	____	____	____	____	____
60. Developing exemplary and innovative programs.	____	____	____	____	____
61. Working with a board of trustees.	____	____	____	____	____
62. How a leader's values affect an institution.	____	____	____	____	____

In the preparation of this instrument some items were undoubtedly overlooked. Please write those items below:

_____	____	____	____	____	____
_____	____	____	____	____	____
_____	____	____	____	____	____
_____	____	____	____	____	____
_____	____	____	____	____	____

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